

# Prep English

## Achievement Standard

### Receptive modes (listening, reading and viewing)

By the end of the Prep year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme; letter patterns and sounds in words.

### Productive modes (speaking, writing and creating)

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

## Assessable Elements

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- Listening and speaking
- Reading and Viewing
- Writing and Creating

## Delivery (mode, time requirements, lessons)

Under the guidance of the Home Tutor, students complete the sequence of lessons within each of the English Units. Work returns, including Assessment tasks, are submitted via QLearn in accordance with the Work Rate Calendar. Course materials can be accessed via our Learning Management System. Teachers explicitly teach selected concepts to support the learning in Prep lessons.

## Student Requirements

Computer, internet access, email, printer, scanner, headset with microphone, stationery, resource list and SRS list.

## Prep English

Units, Learning Experiences and Summative Assessment		
Semester 1	Term 1	<b>Unit 1</b> Students listen to and read a range of fiction and non-fiction texts with the focus on exploring families. They will engage in multiple opportunities to share their learning through drawing and writing using beginning writing behaviours and phonics knowledge. Students will explore stories that show different types of families and activities they do together. For English, they will show their understanding at the end of the unit by drawing a picture of their family and writing a sentence to match. They will answer questions about their family's heritage and special connections for the HASS component of this task.
		<b>Summative Assessment:</b> Students will create a short text using words and an image to report information or key ideas about significant people in their lives, using punctuation. They will present their work to an audience of peers and answer questions about their families.
	Term 2	<b>Unit 2:</b> Students will engage with well-known tales, including First Nations stories, and explore a range of imaginative texts focusing on settings, characters, and events. They will respond to stories, sharing their thoughts and feelings about the events and characters. Students will recognise different types of literary texts and identify features such as events, characters, and beginnings and endings. They will orally retell these stories and then plan and write their own short versions using pictures and simple sentences.
		<b>Summative Assessment:</b> Students will create a short, hand-written text using words and pictures to retell a familiar story to an audience of peers. They will share their retell with the class and tell their peers an opinion of their chosen story.
Semester 2	Term 3	<b>Unit 3:</b> Students will investigate minibeasts through observations and reading and listening to a range of texts. They will identify external features and share their observations in a fictional description with their peers. Students will use their phonics skills to write and label drawings.
		<b>Summative Assessment:</b> Students will create a short, hand-written factual description, including a drawing with labels, about a minibeast. They will include topic specific vocabulary learned during the term and present their work to their peers.
	Term 4	<b>Unit 4:</b> Students will explore poems and nursery rhymes, identifying rhyming words and letter patterns. They will adapt a familiar poem to create their own rhyme, expressing their thoughts and feelings. This unit will assess students' abilities to share thoughts and preferences to an audience, as well as their skills in listening for and identifying rhymes, letter patterns, and sounds (phonemes) in words.
		<b>Summative Assessment:</b> Students will listen carefully to identify rhyming words and letter patterns in poems and nursery rhymes. They will read and write CVC words and share their thoughts and preferences about a poem. Additionally, students will adapt a familiar rhyme, retelling it in their own words and expressing their thoughts and feelings. This unit will assess their ability to listen for and identify rhymes, letter patterns, and sounds (phonemes) in words, share thoughts and preferences to an audience.

**Disclaimer** All of the above information is accurate at the time of development